



Daily Learning

Year 4

Task Sheet 1

Morning Starter - SPAG mat

Maths: Place Value

Take a look at the sheet attached below. Can you partition the digits and identify which columns represent thousands, hundreds, tens and ones?

Challenge: How many 4 digit numbers can you find around your house? Now order them in ascending number (from smallest to largest).

English: Fronted adverbials

Have a go at the sheet attached below. Remember, a fronted adverbial describes when, where or how something happened and goes at the start (front) of your sentence. Don't forget to include a comma after your fronted adverbial!

Challenge: Choose a book of your own (or one on Reading Plus) and see if you can find any fronted adverbials. Make a list and tell me whether they are describing where, when or how.

Reading:

Have a go at the comprehension attached below. Remember to read the text carefully before answering the questions.

Challenge: Underline or highlight any words that you are unsure of. Now find the dictionary definition of each. If you think you know the meaning of all words, choose 6 which you think other people may find challenging.

Science:

What do you know about teeth? In class, we have previously investigated the different types of teeth and their functions (incisors, molars, pre-molars and canines). I would like you to investigate how these teeth differ in different animals. Investigate what types of teeth different animals have and think about why. I would like you to create a poster showing your findings.

Challenge: Try to include key vocabulary such as carnivore, herbivore and omnivore

Ongoing tasks:

Maths Flex - Consolidate your knowledge of the objectives we have been covering in class

TT Rockstars - Master your times tables and the corresponding division facts

Spelling Shed - Practise your weekly spellings

Purplemash - Complete any outstanding 'To Do's'

Home Learning which is posted to Dojo weekly

Please let me know if you are struggling to log on to any of these resources.

Year 4 Autumn Term 1 SPaG Mat

1

Section 1

Circle ALL the prepositions in this sentence.

During the summer, the sheep graze in the fields near the coast.



Section 2

Look at the pairs of words within the brackets. Circle the correct word to fit the sentence:

“(Quiet/Quite) class 12!” yelled Mrs Green. “This spelling test is (quiet/quite) important.”



Section 3

Circle the conjunction in this sentence.

The man jogged down the road before stopping for a drink.

Section 6

Underline the subordinate clause in this sentence.

The family stood safely behind the barriers to watch the fireworks because they can be dangerous.



Section 5

Change these adjectives into adverbs. The first one is done for you.

terrible - terribly

sensible _____

noble _____

Section 4

Mr Whoops has accidentally jumbled up one of his Y3/Y4 spelling words. Can you help him to unjumble it? (Clue: It's a noun!)



barryil

Fronted Adverbials

1. Tick **all** the sentences that contain a **fronted adverbial**.

Walking across the field, the children became very muddy.

It was great fun doing the washing up.

Her mum works in an office.

Standing by Emma, Jack hopped on one leg.

2. Make three fronted adverbial sentences from the blue and orange tiles. Your sentences must make sense.

After that,	As quickly as possible,	Without reason,
In the morning,	Back at the house,	Unexpectedly,
Fortunately,	Once a year,	While I was waiting,

I tried again.	we are going to the seaside.	my computer screen turned off.
Dad was cleaning the kitchen.	we celebrate Christmas.	she reappeared right in front of us.
I checked my coat pocket and my lunch money was there.	she ran back from school.	I drew a picture in my journal.

1.

2.

3.

3. Underline the adverbials, circle the verbs.

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood.

4. Insert the comma in the correct place to demarcate the fronted adverbial.

Before the sun came up she stood and waited.

In the dead of night the black cat began to wake.

Throughout the film my sister talked on her phone.

Positively trembling with excitement he accepted the award.

Unfortunately they arrived after the film had started.

In the blink of an eye the magician was gone.

From *The Pudding Like a Night on the Sea* by Ann Cameron

The pudding looked softer and lighter than air.

"Done!" he said. He washed all the pots, splashing water on the floor, and wiped the counter so fast his hair made circles around his head.

"Perfect!" he said. "Now I'm going to take a nap. If something important happens, bother me. If nothing important happens, don't bother me. And – the pudding is for your mother. Leave the pudding alone!"

He went to the living room and was asleep in a minute, sitting straight up in his chair.

Huey and I guarded the pudding.

"Oh, it's a wonderful pudding," Huey said.

"With waves on top like the ocean," I said.

"I wonder how it tastes," Huey said.

"Leave the pudding alone," I said.

"If I just put my finger in – there – I'll know how it tastes," Huey said.

"You did it!" I said. "How does it taste?"

"It tastes like a whole raft of lemons," he said. "It tastes like a night on the sea."

"You've made a hole in the pudding!" I said. "But since you did it, I'll have a taste." And it tasted like a whole night of lemons. It tasted like floating at sea.

"It's such a big pudding," Huey said. "It can't hurt to have a little more."

"Since you took more, I'll have more," I said.

"That was a bigger lick than I took!" Huey said. "I'm going to have more again."

"Whoops!" I said.

"You put in your whole hand!" Huey said. "Look at the pudding you spilled on the floor!"

"I am going to clean it up," I said. And I took the rag from the sink.

"That's not really clean," Huey said.

"It's the best I can do," I said.

"Look at the pudding!" Huey said.

It looked like craters on the moon. "We have to smooth this over," I said. "So it looks the way it did before! Let's get spoons."

And we evened the top of the pudding with spoons, and while we evened it, we ate some more.

"There isn't much left," I said.

"We were supposed to leave the pudding alone," Huey said.

"We'd better get away from here," I said. We ran into our bedroom and crawled under the bed. After a long time we heard my father's voice.

"Come into the kitchen, dear," he said. "I have something for you."

Read the text, then answer the questions.

1. What do the two children think of the pudding? Find **two** things they say which show this.

2. Why were the children told to leave the pudding alone?

3. Who made the pudding? Say how you know.

4. The children "*guarded*" the pudding. Why does the author say this?

5. Why do you think the narrator tasted the pudding?

6. Why did the pudding end up looking like "*craters on the moon*"?

7. How do you think the children felt after they tried to smooth over the pudding? Say why you think this.

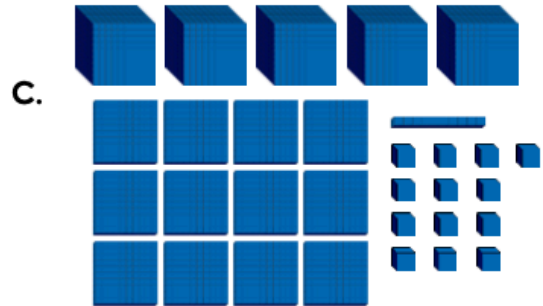
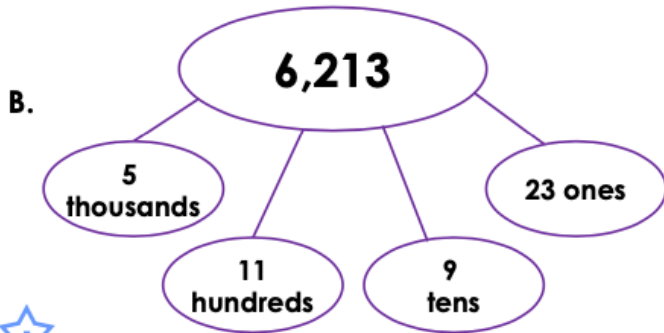
8. How do you think the father will react when he sees the pudding at the end? Say why you think this.

Partitioning

4. These diagrams should all show the same number. Tick the incorrect representation.

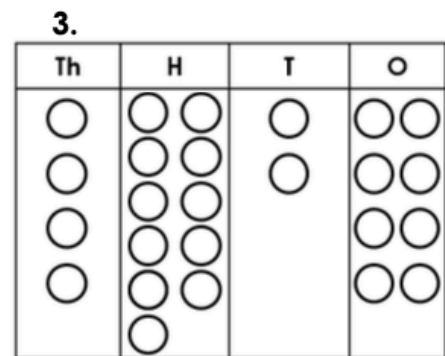
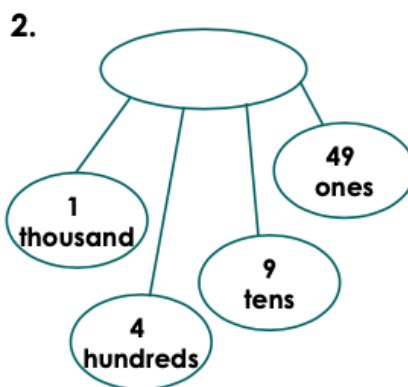
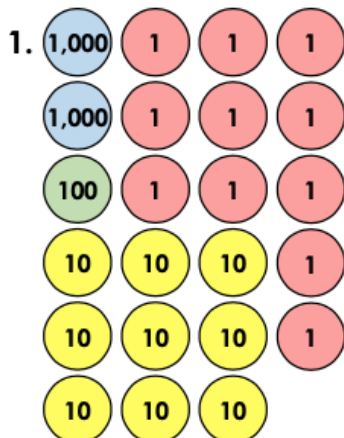
A.

6,213			
6 thousands	2 hundreds	1 ten	3 ones



VF
HW/Ext

5. Match the representations to the numbers to find the odd one out.



A. 3,421

B. 5,128

C. 2,201

D. 1,539



VF
HW/Ext

6. Genevieve is partitioning the number 2,073. She says,



I can partition this number as either two thousands and seventy-three hundreds or twenty hundreds and seventy-three ones.

Do you agree? Explain how you know.



RPS